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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The eight titles deal with the following topics: (1) the effects of self-instructional and discrimination communication training on the development of confrontation skills in prepracticum counseling trainees, (2) cross-cultural training techniques, (3) the influence of transactional analysis training on communication skills, (4) paraprofessional communication skills training and conceptual level, (5) a human resources development program for teaching interpersonal communication skills, (6) an interpersonal skills module and its evaluation in two teaching modes, (7) the verbal activities of students in graduate nursing education in a small group setting, and (8) an intercultural communication course for eighth and ninth grade students. (FL)

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Speech Communication Education and Classroom Instruction:

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This bibliography has been compiled as part of a continuing series designed to make information on relevant dissertations available to users of the ERIC system. Monthly issues of Dissertation Abstracts International are reviewed in order to compile abstracts of dissertations on related topics, which thus become accessible in searches of the ERIC data base. Ordering information for the dissertations themselves is included at the end of the bibliography.

Abstracts of the following dissertations are included in this collection:

Beck, Terrence Dewolf
THE EFFECTS OF SELF-INSTRUCTIONAL AND DISCRIMINATION COMMUNICATION TRAINING ON THE DEVELOPMENT OF CONFRONTATION SKILLS IN PRE-PRACTICUM TRAINEES

Becker, Linda L.
THE CULTURAL ASSIMILATOR IN EDUCATIONAL SETTINGS: A COMPARISON OF CROSS-CULTURAL TRAINING TECHNIQUES

Clark, Barbara Del
THE INFLUENCE OF TRANSACTIONAL ANALYSIS TRAINING ON COMMUNICATION SKILLS

Feist, Gerard
PARAPROFESSIONAL COMMUNICATION SKILLS TRAINING AND CONCEPTUAL LEVEL: AN INTERACTION STUDY

Hall, James Philmore
ANALYSIS OF A HUMAN RESOURCES DEVELOPMENT PROGRAM FOR TEACHING INTERPERSONAL COMMUNICATION SKILLS

Pecoraro, Alice Gautreaux
DEVELOPMENT OF A MODULE ON INTERPERSONAL SKILLS AND ITS EVALUATION IN TWO TEACHING MODES

Saunders, Joy B.
SPOKEN LANGUAGE AND SMALL GROUPS: A STUDENT EXPERIENCE IN GRADUATE NURSING EDUCATION

Terrill, Marguerite M.
THE RATIONALE FOR AND THE DESIGN OF AN INTERDISCIPLINARY SEMESTER COURSE WITH A GLOBAL PERSPECTIVE: INTERCULTURAL COMMUNICATION FOR EIGHTH- AND NINTH-GRADE STUDENTS

THE EFFECTS OF SELF-INSTRUCTIONAL AND DISCRIMINATION-COMMUNICATION TRAINING ON THE DEVELOPMENT OF CONFRONTATION SKILLS IN PRE-PRACTICUM TRAINEES

Order No. DA8223024

BECK, TERRENCE DEWOLF, ED.D. *University of Cincinnati*, 1982. 182pp. Major Professor: Dr. Geoffrey G. Yager

The problem investigated in this study was the effect of three different approaches for training in the skill of confrontation. Twenty-two students in a prepracticum counseling course were assigned to one of three groups: (a) a cognitive self-instructional modeling group which was taught a thinking process to generate confrontations and a method for the subjects to evaluate their own confrontation responses, (b) a Carkhuff discrimination-communication group which was provided a method for the subjects to evaluate their own confrontation responses, and (c) a placebo-control group which learned how to label five types of confrontation, but did not learn a method to evaluate their confrontation responses. All groups experienced a behavioral training approach which included instruction, modeling, and role-plays.

These groups were compared on written responses to the Counselor Training Questionnaire, and also on 25 minute role-played interviews so as to assess both the acquisition and performance of the skill. Nine criterion measures were used including ratings of frequency of confrontations, of the difficulty of confrontations by the Multidimensional Confrontation Response Scale, of the level of the confrontations as measured by the Confrontation In Interpersonal Processes Scale, a measure of empathy, and a measure of anxiety.

A measure of empathy, the Response Relevance Scale, and a measure of anxiety, the Interview Concerns Questionnaire, were taken prior to the administration of the confrontation treatment to assess the relationship between these variables and confrontation.

Results indicated that the two groups which received training in rating their confrontations outperformed the placebo-control group, which received training only in identifying and practicing different types of confrontations, on five of the nine dependent measures. A contrast between the treatment groups indicated that they differed on one measure of confrontation on the written assessment, but they did not differ on any of the confrontational measures related to the role-played interview. The groups did not differ on the level of empathy in either the written assessment or the role-played interview, nor did they differ on the level of anxiety experienced during the role-played interview. Neither empathy nor anxiety were found to be significantly correlated to any of the measures of confrontation.

THE CULTURAL ASSIMILATOR IN EDUCATIONAL SETTINGS: A COMPARISON OF CROSS-CULTURAL TRAINING TECHNIQUES

Order No. DA8217513

BECKER, LINDA L., PH.D. *The University of Nebraska - Lincoln*, 1982. 165pp. Adviser: James F. Klumpp

The study asserts that American higher education provides a particularly important arena for cross-cultural interaction. Recognition of the challenges of cross-cultural communication between faculty and ever-increasing numbers of foreign students prompted this investigation of ways to ease communication tensions. Little cultural training--a constructive approach to easing tensions--has been undertaken on campuses. Of the array of training techniques available, the culture assimilator seemed promising because of its self-study format and its use of critical incidents, a blending of information and experience. The present study undertook to discover whether the Arab Culture Assimilator, more so than conventional techniques (slides, tapes, student panels, discussion), would result in (1) more accurate attribution of causes of culturally-different behavior; (2) more effective transference of general cultural principles to an educational setting; and (3) greater perceived comfort in interactions with Arab and Iranian students. Workshops were conducted at the University of Nebraska-Lincoln with volunteer participants randomly assigned to two groups and two treatments randomly assigned to the groups. One group completed the Arab Culture Assimilator while the other group was exposed to conventional training methods. An evaluation instrument developed for this study was administered to test effects immediately following training and after three weeks. The data were submitted to a 2 x 2 ANOVA analysis. The statistical outcomes should be viewed within the context of the use of an instrument to collect data which had serious validity and reliability limitations. There was, however, support for hypothesis 3 that assimilator subjects express greater perceived comfort in interactions with Arab and Iranian students. Hypotheses 1 and 2 were not confirmed; however, there was a significant difference between treatments in accuracy of attribution of causes of culturally-different behavior in the direction of conventional cultural training. Specific suggestions for improving the validity and reliability of the instrument are included.

THE INFLUENCE OF TRANSACTIONAL ANALYSIS TRAINING ON COMMUNICATION SKILLS

Order No. DA8226073

CLARK, BARBARA DEL, PH.D. *Texas A&M University*, 1982. 88pp. Chairman: Dr. Robert R. Reilley

The primary purpose of this study was to discover whether or not administrators participating in a transactional analysis training group would improve communication skills more than subjects who did not receive such training. Subjects (N = 73) were Louisiana School District administrators enrolled in graduate courses. The Interpersonal Communication Inventory (ICI) was used to collect pre- and post-treatment data for 50 participants of the experimental group and 23 persons in the active control group. The Marlowe-Crowne Social Desirability Scale was administered to the subjects after the training. A TA knowledge test and self-disclosure rating was given to the experimental group after treatment.

Analysis of variance was used to investigate the differences between individuals who attended the TA group training program and the comparable group receiving no TA training. Correlation was employed to determine the relationship between subjects' ICI change scores and the subjects' sex. Correlation was also used to investigate the relationship between ICI change scores and ICI pretest scores. A correlation coefficient matrix was employed to test the interrelationships among the variables.

The results of the study indicated that there was a significant difference ($p < .001$) in ICI change scores between administrators who attended a TA group training program and comparable subjects who received no TA training. It was also found that there was a significant negative relationship between ICI pretest and ICI change scores. The subjects' sex had no significant correlation with any of the variables studied. The investigation of the intercorrelations showed that several of the variables were correlated.

PARAPROFESSIONAL COMMUNICATION SKILLS TRAINING AND CONCEPTUAL LEVEL: AN INTERACTION STUDY

Order No. DA8212914

FEIST, GERARD, PH.D. *Syracuse University*, 1981. 305pp.

The initial impetus for this study was a search for the best method of training paraprofessionals in interpersonal communication skills. After a review of various training programs and the literature pertaining to training, it became evident that many factors influence training outcomes. Therefore, an interaction perspective was adopted to evaluate two divergent training approaches. Lewin's (1935) formula B = f(PE), behavior is a function of the person and the environment, provided the conceptual model for this research.

The sample for this study consisted of twenty-four trainees who

elected to participate in a "Communication Skills Training" program and who completed all aspects of training. Prior to initiation of training, trainees provided demographic information and were administered two measures, Hunt's (1977) Paragraph Completion Method to assess their Conceptual Level, and a five-minute audiotaped "helper/helpee" role play to assess their pretreatment empathy. They were randomly assigned to either Goldstein's (1973) Structured Learning Training or Rogers' (1969) Student Centered Teaching. These treatments were co-led to help control for trainer effects. Trainees met for three hours once a week for six weeks. Three hours were used for data collection, and fifteen hours were used for training.

Structured Learning Training used five basic components for skill training: didactic presentations, modeling, role playing, feedback for social reinforcement, and homework for transfer of training. Communication skills were selected from Ivey and Gluckstern (1974), and included attending behavior, asking open-ended questions, paraphrasing content, paraphrasing affect, summarizing, and integrating skills. . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of school.) UMI

ANALYSIS OF A HUMAN RESOURCES DEVELOPMENT PROGRAM FOR TEACHING INTERPERSONAL COMMUNICATION SKILLS

Order No. DA8220584

HALL, JAMES PHILMORE, PH.D. *Claremont Graduate School*, 1982. 135pp.

Through extensive research, Carkhuff and his colleagues have developed the Human Resources Development Program, a systematic program for training interpersonal communication skills. The present study investigated the effectiveness of a Human Resources Development Program. The questions examined were: (1) Did the 45-60 hour systematic training result in improved interpersonal communication skills? (2) Were there demographic and program variables that predict the success of the trainees in the program? (3) Were the acquired skills retained? and (4) Did graduates of the training feel that it was helpful and applicable to their personal and professional lives?

Data on 459 former trainees were subjected to multivariate analysis to determine the influence of several factors on interpersonal communication skills. The independent variables were: age, sex, race, occupation, educational level, previous group experiences, entry level skills, and project location. The dependent measures were the two criterion instruments administered at the conclusion of training, the Carkhuff Communication Index (*CI*) and Discrimination Index (*DI*). In addition, thirty-one former trainees were involved in a follow up study in an attempt to examine retention of skills and attitude toward the training.

Results demonstrated that trainees improved significantly between pre and post testing. Stepwise multiple regressions were performed using data from all subjects as well as the trainees who scored the highest and lowest on improvement on the dependent measures. Only entry level skills as measured by the pre *DI* and project location were consistently statistically significant in the regression equations. Results from the follow up study suggested that graduates of the training maintained a strong positive perception of the application of the HRD training to their professional and personal lives.

In conclusion, it appears that the CRI Human Resources Development Program is an efficient method of teaching interpersonal communication skills. The few demographic variables available in the data did not predict success. However, the one program variable examined, project location, was statistically significant in all four regression equations. Further research should focus on more specific program variables that could predict success for trainees.

DEVELOPMENT OF A MODULE ON INTERPERSONAL SKILLS AND ITS EVALUATION IN TWO TEACHING MODES

Order No. DA8216862

PECORARO, ALICE GAUTREAUX, PH.D. *The Louisiana State University and Agricultural and Mechanical Col.*, 1982. 175pp. Supervisor: Professor Sam Adams

The purpose of this study was to develop a module on interpersonal skills for home economics teachers in Louisiana and to evaluate it in two teaching modes. The study involved two phases: Phase I consisted of the development of the module. Phase II consisted of the implementation of workshops in ten parishes at which the module was tested and evaluated. Parishes were classified as rural, rural-urban, or urban. One hundred fourteen home economics teachers in randomly selected parishes comprised the sample. Usable data were obtained from 108 teachers in four rural, four rural-urban, and two urban parishes. Teachers in each parish were randomly assigned to one of two groups, self-instructional or trainer-directed. Fifty-five teachers participated in the trainer-directed mode and fifty-three teachers participated in the self-instructional mode.

The module entitled *Increasing Effectiveness In Interpersonal Skills* included three lessons of instructional content, learning exercises, and progress checks. Cognitive and affective pretests and posttests were administered to both groups. Analysis of the data involved "t" tests and analysis of covariance with the level of confidence set at .05.

An analysis of the data revealed these findings: There was a significant difference at the .05 level of confidence between the mean cognitive pretest and posttest scores of teachers in both groups. There was a significant difference at the .05 level of confidence between the mean affective pretest and posttest scores of teachers in both groups. There was no significant difference between the mean cognitive adjusted posttest scores or between the mean affective adjusted posttest scores of the teachers when the groups were compared.

Results indicated that the completion of the module in each mode produced significant differences in the cognitive and affective development of teachers. Relative lack of superiority of one mode of presentation over another was also revealed by the findings. Recommendations of the study include revisions to the module, replications using same modes and module with preservice home economics student teachers, and continued research on interpersonal skills in home economics. Evidence gathered in the study also supports consideration of a self-instructional mode as an option in inservice education.

SPOKEN LANGUAGE AND SMALL GROUPS: A STUDENT EXPERIENCE IN GRADUATE NURSING EDUCATION

Order No. DA8207339

SAUNDERS, JOY B., ED.D. *Columbia University Teachers College*, 1981. 156pp. Sponsor: Professor Arno Bellack

This study investigates student verbal activities in six small discussion groups. A total of 18 registered nurse graduate students from two schools participated. The content for their discussion was based on three nursing practice situations that focused on adult medical-surgical nursing.

The components that served as basic units of analysis for the data were four types of pedagogical move that characterized the verbal interplay of the students. These include structuring, soliciting, responding and reacting. Within each pedagogical move four categories of meanings are identified. These categories include substantive-discipline, method of inquiry (nursing process), substantive-logical and digression.

The descriptive data suggest that the discussion pattern was

characterized by a high proportion of cyclical reacting moves. The referential base for much of the substantive-discipline meanings was the patient's disease processes, with discipline referenced content primarily in nursing, pathology, and psychology. The general character for the nursing process suggests frequent use of the assessment phase and minimal use of the remaining four phases, especially the nursing diagnosis and evaluation phases. Additionally, the collection of assessment data was guided by a perceptual emphasis on the pathophysiological manifestations of the patient. These data replicate earlier reports on the frequency with which students verbalize empirical meanings of fact-stating and explaining more often than either evaluative or analytic meanings.

The findings support current concern with one of the major challenges still facing nursing, that of shifting from disease centered nursing to patient centered nursing. The aim of the shift is to encourage holism in the nursing care of patients and avoid reducing nursing inquiry to only one discipline perspective. Attainment of a balanced perspective for the nursing activities discussed by the students in this study was not evident.

THE RATIONALE FOR AND THE DESIGN OF AN INTERDISCIPLINARY SEMESTER COURSE WITH A GLOBAL PERSPECTIVE: INTERCULTURAL COMMUNICATION FOR EIGHTH- AND NINTH-GRADE STUDENTS

Order No. DA8215190

TERRILL, MARGUERITE M., PH D. *The University of Akron*, 1982. 328pp.

In this study, the author constructs an elective, semester course on intercultural communication to be taught to eighth- and ninth-grade students. In Chapters I and III, the author establishes the need for this type of study by reviewing the literature in the area of global education, with specific attention to recent United States government publications assessing the topic. In this literature, intercultural ignorance is identified as a major American societal problem. One step toward solving this problem is to alter curricula in American schools so that courses on intercultural communication and global awareness are included.

The purpose of this study therefore was to develop a course designed to meet these objectives: (1) develop in adolescents greater awareness of themselves, of their own values, culture, language and interpersonal behavior; (2) develop in adolescents the beginning of a global perspective, i.e., knowledge and appreciation of values, cultures, languages and behaviors different from their own; and (3) sensitize American adolescents to the importance of learning a foreign language.

In Chapter II, there is a review of the literature on intercultural communication. Chapter IV consists of the design and development of a course in intercultural communication. The course includes three six-week units entitled: (1) Self and Cultural Identity, (2) Communication, and (3) Intercultural Communication. Included in Chapter IV is an annotated bibliography on the subject of intercultural communication and a brief discussion as to how the content of the three units satisfies the objectives of the study.

In Chapter V, the author provides suggestions on the implementation of the course and makes recommendations for needed further research in the area.